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Extension Service
U. S. Department of Agriculture



November, 1939

SUGGESTIVE CHECK LIST FOR USE OF THE 1940 AGRICULTURAL AND FARM FAMILY LIVING OUTLOOK INFORMATION*

Item	State		County		Community		Family
	The State Home Management Specialist	The State Supervisor of Home Economics and the Teacher Trainer in Institutions	The County Home Demonstration Agent	The Local Leader	The Home Economics Teacher	The Family	
Source of information	National outlook reports and chart books	National and State outlook reports and chart books	National, State, and County outlook reports and chart books	National, State, and County outlook reports, and charts that are applicable to the county and community	National, State, and County outlook reports, and charts that are applicable to the county and community	National, State, and County outlook reports, and charts that are applicable to the county and community	National, State, and County outlook reports, and charts that are applicable to the county and community
Plans for use of outlook information prior to outlook meetings	What is my responsibility, prior to the outlook conference in Washington, in making plans for use of outlook information in the State?	What is my responsibility, prior to scheduled outlook meetings in the State, in making plans for use of outlook information in my work with home economics teachers (prospective or teachers in service) in the State?	What is my responsibility, prior to scheduled outlook meetings in the County, in making plans for use of outlook information in the County?	What is my responsibility, prior to scheduled outlook meetings, in making plans for use of outlook information in the community?	What is my responsibility, prior to scheduled outlook meetings, in making plans for use of outlook information in the community?		
Preparation and study of reports on outlook information	What reports shall I make regarding the outlook and its implications, and what materials can I make available to: a. State leader and assistant State leader b. District agents c. Each of the home economics specialists d. The teaching and research staffs	What reports shall I make regarding the outlook and its implications, and what materials can I make available to: a. Prospective teachers to prepare them to participate more effectively in their student teaching and to recognize opportunities for participation next year in their regular teaching situations b. Teachers in service in small town, village, and consolidated schools	What is my responsibility in preparing for the State: a. A joint agricultural and farm family living report or b. A farm family living report	What is my responsibility in preparing for the county: a. A joint agricultural and farm family living report or b. A farm family living report	What sections of the State and county reports are of special significance to our community?	What sections of the State and county reports are of special significance to our community?	What sections of the State and county reports are of special significance to our family and to other families in our community?
	Whom should I interview in preparation for the report?		Whom should I interview in preparation of the report?	Whom should I consult to help me reach a decision? a. County extension agents b. Family members c. Storekeepers d. A.A.A. committeemen e. Farm men and women f. Teachers: Agricultural, home economics, and others	Whom should I consult to help me reach a decision? a. County extension agents b. Teachers: Agricultural and others c. Local school administrators d. Storekeepers e. Lay leaders: Home economics and agriculture f. A.A.A. committeemen g. Farm men and women		
	Who should help me assemble the report?	What is my responsibility in helping teachers in school districts that serve rural people to participate in assembling the county farm family living report?	Who should help me to assemble the report? a. County agent and assistant agents b. 4-H club leader c. Farm men and women d. Farm Security workers e. Health nurses f. Home Economics teachers				

* Prepared by U.S.D.A. Extension Service: Mary Rokahr, Gladys Gallup, and Miriam Birdseye; Bureau of Home Economics: Maryland Y. Pennell; U. S. Office of Education, Federal Security Agency: Edna Amidon, Beulah Coon, and Ata Lee.

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SUGGESTIVE CHECK LIST FOR USE OF THE 1940 AGRICULTURAL AND FARM FAMILY LIVING OUTLOOK INFORMATION* - CONTINUED

Item	State	County	Community	Family		
	The State Home Management Specialist	The State Supervisor of Home Economics and the Teacher Trainer in Institutions	The County Home Demonstration Agent	The Home Economics Teacher	The Family	
Means and agencies for presenting and using outlook information	How can I assist county extension agents to help farm families to analyze their present resources in light of outlook information?	How can I assist home economics teachers to study State and county reports to determine what are of special significance to their communities? How can I assist them in helping high school pupils participate in farm family analysis of their present resources in light of outlook information? How can I assist teachers of adult classes to help farm home-makers in the use of this information:	How can I assist farm families to analyze their present resources in light of outlook information?	How can I assist farm families to analyze their present resources in light of outlook information?	How can we analyze our present resources in light of outlook information?	
	a. At what meetings that are already scheduled in the State can outlook information be used? b. What outlook meetings shall I hold? Should I have some prepared discussion questions? How shall I help county extension agents prepare charts? c. What releases should I prepare? d. Should I prepare or give radio talks? e. Should I encourage the use of the farm and home demonstration for teaching the use of economic information? f. What information or teaching help can I give for training leaders?	a. At what meetings that are already scheduled in the county can I use the outlook information? b. Shall I plan special meetings of teachers for the presentation of information and consideration of its implications? c. How shall I help teachers prepare teaching materials or use materials that are available from the Extension Service? d. In resident teacher-training, how much time should be given in home economics education courses to the use of this material? e. In student-teaching centers, how can supervisory teachers be helped to recognize and use this information in their regular program of instruction? f.	a. At what meetings that are already scheduled in the community can I help others with outlook? 1. Land use planning 2. Home dem. club meetings 3. Young people's groups b. What outlook meetings shall I hold? Should I have some prepared discussion questions? Should I use charts? c. What circular letters and news stories should I prepare? d. Should I give radio talks? e. Can I use farm and home demonstrations that show accomplishment through planning based on outlook information? Should I develop new demonstrations? f. Should I train leaders? What information and teaching help can I give them?	a. At what meetings in which outlook materials are to be discussed should I attend? In which should I participate? b. What information in the circular letters and news stories will help farm families in the community? c. What economic or outlook information heard over the radio is significant to farm families in this community? d. Does my family use economic information in planning in my own home? Do I make best use of our resources? Can I point to other homes in the community that are good result demonstrations? e. In what units of instruction can I help students recognize the importance and use of farm family living outlook materials? f. Will it meet the needs of older high school students and adult members of classes to organize special units in which family economic problems are studied with definite reference to outlook information?	a. What meetings that are already scheduled in the community should we attend? b. What information in the circular letters and news stories will help us? c. What radio programs that give economic or outlook information can help us? d. Should we visit local farm and home demonstrations that show accomplishment through planning such as farm and home unit demonstration? e. Should we get assistance from local leaders who have had training in the use of outlook information?	
Application of outlook information during the year	How can I use outlook information in the State program planning, and as a basis for extension teaching? Have I allotted time for preparing and teaching outlook information?	How can I use outlook information in the State program planning of home economics education in the public schools? Have I allotted time for working with teachers on the use of outlook information?	How can I use outlook information in the County program planning, and as a basis for extension teaching? Have I allotted time for preparing and teaching outlook information?	How can I use outlook information in the community program planning? Have I allotted time for preparing and teaching outlook information?	How can I use outlook information in my participation in community program planning, total school planning, and in planning joint agricultural and home economics education programs for the schools? How can I use outlook information as a basis for homemaking education teaching? Have I allotted time in my teaching for planning the use of outlook information?	How can we use outlook information in making our farm and home plans for the coming year, and as the basis for decisions on production and consumption? How can we allot time for family financial planning?

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